DOCUMENT RESUME

ED 347 137 SP 033 880

TITLE	A Guide for Student Teaching. Revised, Spring 1992.
INSTITUTION	Millersville Univ., PA.
PUB DATE	92
NOTE	40p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Check Lists; Classroom Techniques; Communication (Thought Transfer); *Cooperating Teachers; Decision Making; Elementary Secondary Education; Guidelines; Higher Education; Lesson Plans; Observational Learning; Principals; *Responsibility; Student Teacher Evaluation; *Student Teacher Supervisors; *Student Teaching; Teacher Education Programs
IDENTIFIERS	*Millersville University PA

ABSTRACT

This guide is designed to assist Millersville University (Pennsylvania) teacher education students as they embark upon student teaching assignments. The handbook emphasizes reflection, communication, professionalism, and decision making; it begins with a quick reference page that includes information on what to do when specific situations arise and blank spaces for important telephone numbers. The document is organized into six sections: (1) a visual representation of the teacher preparation model; (2) checklists describing responsibilities of student teachers, cooperating teachers, building principals, and university supervisors; (3) student teaching policies and procedures; (4) minimum requirements expected of student teachers; (5) the importance of classroom and laboratory management; (6) planning for instruction; and (7) a sample evaluation to be submitted by university supervisors and cooperating teachers. Appendices include a checklist for classroom and laboratory management; a lesson plan format; question and answer forms for observing routine duties, classroom or laboratory practices, and the learning process; an observation format; and the Millersville University School of Education Mission Statement. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MILLERSVILLE UNIVERSITY

ED347137

A GUIDE FOR STUDENT TEACHING

OFFICE OF FIELD SERVICES
MILLERSVILLE UNIVERSITY
MILLERSVILLE, PA 17551-0302
(717) 872-3485

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Dannenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Revised, Spring 1992

SP033680

2 BEST COPY AVAILABLE

QUICK REFERENCE

WHAT TO DO IN CASE OF:

SITUATION — **Illness, observations** in other schools.
CALL — Cooperating teacher **and** university supervisor.

SITUATION — **Emergencies** such as illness in family, funeral, etc.; job interview; **officially sanctioned university activity** (e.g. sports, music), see page 13.
CALL — Coordinator of Field Experiences to explain situation; then call your cooperating teacher and University supervisor.

SITUATION — **In-Service Days or Meetings.**
ACTION — Attend with cooperating teacher if district permits.

SITUATION — **Inclement weather conditions** which impede travel.
ACTION — Listen to radio or TV reports which announce whether or not the schools are open or delayed.

IMPORTANT PHONE NUMBERS

Coordinator of Field Experiences 872-3485
University Supervisor #1 . . . . . _____
University Supervisor #2 . . . . . _____
Cooperating Teacher #1 . . . . . _____
Cooperating Teacher #2 . . . . . _____
School Office #1 . . . . . _____
School Office #2 . . . . . _____

Note: Those numbers not given above must be obtained from the supervisor, cooperating teachers and schools. ALWAYS check with your co-op and supervisor regarding proper procedure and permission to call the person at home.

Affirmative Action Statement

Millersville University does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age or handicap in admission or access to, or treatment or employment in, its programs and activities. This includes Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Coordinators--Section 504 and the Americans with Disabilities Act: Associate Vice President for Student Affairs, (717) 872-3178; Title VI and Title IX: Office of Human Relations and Affirmative Action, Delaware House (717) 872-3787.

TABLE OF CONTENTS

Page

Now, it's Your Turn 2

Model for Teacher Education 3

Responsibilities of the

- Student Teacher 4
- Cooperating Teacher 7
- Building Principal 9
- University Supervisor 10

Student Teaching Policies and Procedures 12

Minimum Requirements 14

Classroom and Laboratory Management 15

Planning for Instruction 16

Evaluation 17

Appendices

- A) Checklist for Classroom and Laboratory Management 24
- B) Lesson Plan Format 28
- C) Observing Routine Duties 29
- D) Observing Classroom or Laboratory Practices 30
- E) Observing the Learning Process 31
- F) Observation Format 32

Millersville University School of Education Mission Statement 33

"I touch the future; I teach."

Christa McAuliffe

Now, it's YOUR TURN

CONGRATULATIONS — you have made it to an important part (possibly the most important part) of your preparation to be a teacher. You are about to blend the academic world of the University with the world of the public school classroom.

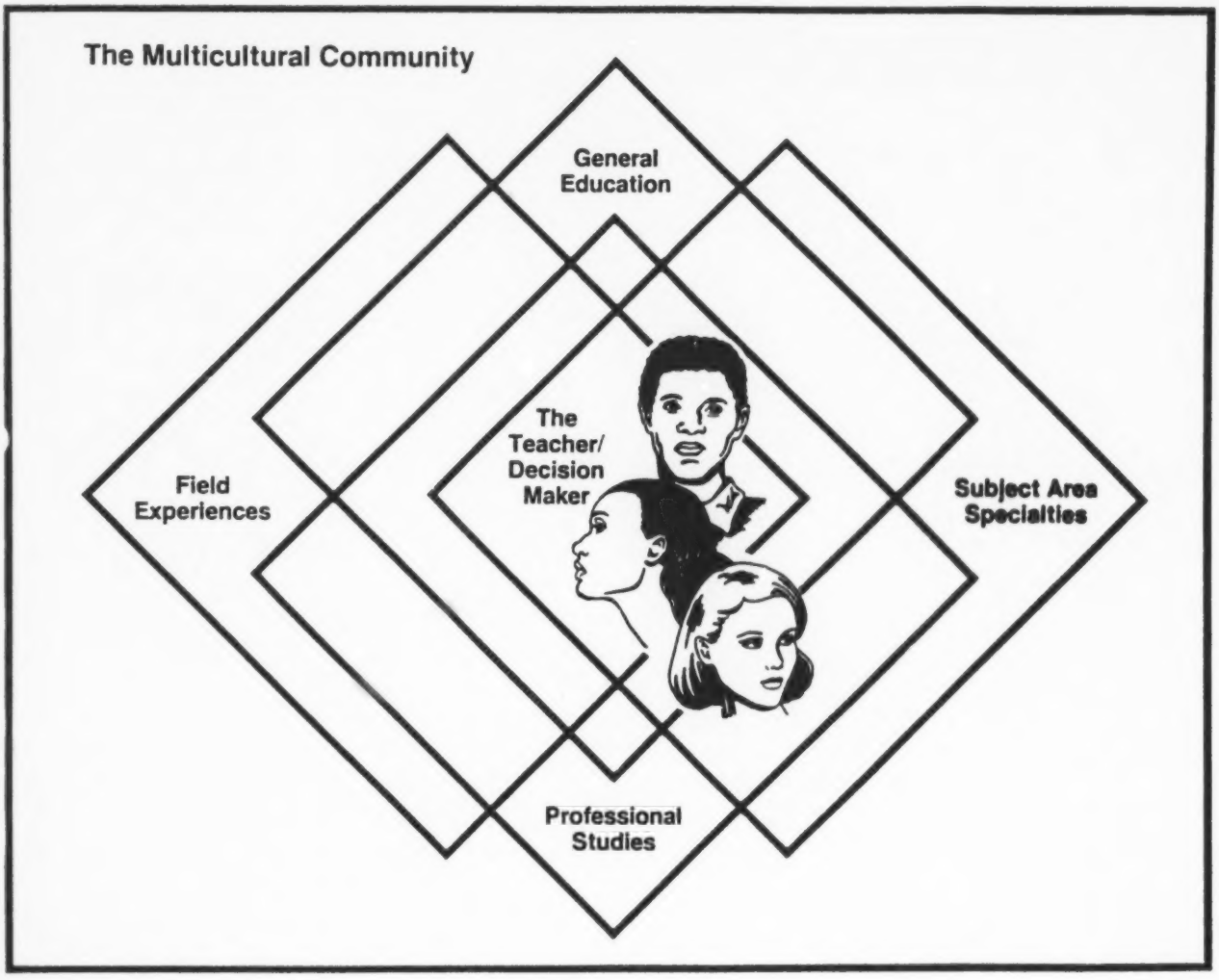
GOOD LUCK — you are entering a profession that demands hard work, dedication, and skill. Not just anyone can be a good teacher! Being a skillful decision maker in the classroom requires a firm knowledge base and the ability to apply that knowledge. You will make literally hundreds of decisions on a daily basis during this assignment — some will be good decisions; others will not be. Learn from all of them — think about and REFLECT upon your role as a PROFESSIONAL — as a TEACHER.

To me, there are three key words in making your student teaching assignment successful. One has been mentioned above — REFLECTION. Second is COMMUNICATION. It is critical that you communicate openly and freely with your cooperating teacher and your University supervisor. You need to share your successes and your concerns. Talk about what makes good teachers good! Finally, ENJOYMENT is a part of student teaching. This semester is one you will never forget. Enjoy the challenges, enjoy working with new people, enjoy learning about yourself, and enjoy the students!

I challenge you to think of the good teachers you have been fortunate to have in your life — then strive to join them so that students will someday think of you as one of their outstanding teachers. You can make a difference in a student's life!

Dr. Dennis Denenberg
Coordinator of Field Experiences

Model for Teacher Education



This diagram is a visual representation of Millersville University's teacher preparation model. The "hub" is you, the student, in the process of becoming "the teacher/decision maker." Helping to shape your decision-making talents are the four components of your academic program: general education requirements, subject area specialties, core professional studies, and field experiences. All of this preparation occurs within a multicultural community context; therefore you become exposed to the diverse strengths and needs of a variety of students.

A good teacher is a good decision maker.

RESPONSIBILITIES OF THE STUDENT TEACHER

This checklist will assist the student teacher in organizing and understanding the comprehensive nature of student teaching. It is intended to be a thorough "what to look for and learn" guide. Dating the items as you learn them may be helpful to you. **If you have two assignments,** leave yourself enough room so you can use the checklist twice.

As you use the checklist, you need to begin to REFLECT upon the overall picture of yourself as a DECISION MAKER. Think about how you are learning to become a PROFESSIONAL TEACHER — someone who makes a difference in the lives of students.

A. Orientation

1. Faculty Guidelines

_____ Dress code
_____ Parking (places and policies)
_____ Lunch (places and procedures)
_____ Leaving the building procedures

2. School Building

Tour the building and locate:
_____ Principal's office
_____ Health/nurse's room
_____ Restrooms
_____ Special classrooms
_____ Gymnasium
_____ Library/media center
_____ Faculty room
_____ Play/Recreation area
_____ Teacher workroom
_____ Cafeteria

3. Note provisions for students:

_____ Coats
_____ Lockers
_____ Bicycles
_____ Automobiles

4. Arrange to observe:

_____ Classroom teachers
_____ Subject area teachers
_____ Other grade levels

5. Meet other staff members:

_____ Teachers
_____ Administrators
_____ Department heads
_____ Librarians/Media specialists
_____ Nurse
_____ Guidance
_____ Office personnel
_____ Psychologist
_____ Resource teacher
_____ Support personnel
_____ Secretaries
_____ Discipline Officer
_____ Itinerant staff - such as
  _____ Speech
  _____ Hearing
  _____ Vision
  _____ Art
  _____ Music
  _____ Physical education
  _____ Gifted
  _____ Special Education
  _____ Reading Specialists

6. Emergency procedures:

_____ Learn what to do in case of an accident involving a student or teacher.

_____ Locate first aid materials in classroom and nurse's room.

_____ Locate fire exit and review procedures to check attendance and report any problems.

_____ Note any safety precautions needed for special classes, i.e. art, physical education, special activities.

B. Daily Procedures

1. Time teachers enter _____ AM and leave _____ PM the building

2. Learn teacher's supervisory duties:

_____ Recess
_____ Restrooms
_____ Halls
_____ Assemblies
_____ Study halls
_____ Cafeteria duties
_____ Buses
_____ Before school supervision
_____ Other duties

3. Homeroom procedures

_____ Attendance
_____ Daily announcements
_____ Opening exercises
_____ Schedule for special classes
  _____ Speech
  _____ Music lessons

_____ Resource room
_____ Tutors
_____ Itinerants

4. Classroom forms and records

_____ Attendance
_____ Excuse notes
_____ Lunch count forms
_____ Hall pass forms/lavatory passes
_____ Health pass forms
_____ Grading forms and system
_____ Report forms and report cards
_____ Discipline forms
_____ Health records
_____ Permanent record forms
_____ Other special forms

C. Learn about students:

_____ 1. Names
_____ 2. Methods for grouping and flexibility of the groups
_____ 3. Special seating arrangements
_____ 4. Special health and physical needs of students (remember confidentiality)
_____ 5. Appropriate home and family information (remember confidentiality)
_____ 6. Procedures for involving counselors and/or parents in helping students

D. Learn about classroom and laboratory procedures:

_____ 1. How students are expected to enter and exit the classroom or laboratory
_____ 2. Methods used to take and record attendance
_____ 3. Method used to take and record lunch count
_____ 4. Procedure to send and receive messages
_____ 5. System used to dismiss students to other classes, recess, lunch, and fire drills
_____ 6. Discipline program and procedures
_____ 7. Method used to distribute, collect, and store materials
_____ 8. Procedures for students who finish in-class work early
_____ 9. Procedure to close the school day

E. Learn about general supplies:

_____ 1. Procedure to requisition supplies
_____ 2. Location of supplies
_____ 3. Supplies with free access and those which require special permission

F. Learn about instructional supplies:

_____ 1. Review the course of study and units for the semester
_____ 2. Obtain textbooks, reference materials, supplies, tools, and equipment
_____ 3. Learn the location of these materials
_____ 4. Learn the materials the students supply
_____ 5. Learn the materials the student teacher will need to supply

G. Learn about Library/Media Center:

_____ 1. Checkout and return procedures
_____ 2. Location of card catalogue, special reference materials, videos, computer software, and curriculum materials
_____ 3. Become familiar with additional policies and procedures
_____ 4. Allow time to preview materials you plan on using
_____ 5. Learn about location of resources to develop instructional materials (e.g., school production center, I.U. Teacher Center)

_____ 6. Become familiar with the available professional journals and publications

H. Learn to obtain and use audio-visual equipment:

_____ 1. Copy machine
_____ 2. Duplicator machine
_____ 3. Overhead
_____ 4. Filmstrip projector
_____ 5. 16mm projector
_____ 6. Slide projector
_____ 7. Computer
_____ 8. TV-VCR
_____ 9. Listening stations with headsets
_____ 10. Tape recorder
_____ 11. Opaque projector
_____ 12. Laminating machine
_____ 13. Procedure to obtain equipment and supplies for audio-visuals
_____ 14. Location to pick up and return equipment
_____ 15. Procedure to order and return materials from I.U.

I. Keep your University supervisor informed:

_____ 1. Provide schedule (building and your classroom)
_____ 2. Share whatever paperwork your supervisor needs about the building (e.g., school rules, regulations, policies)
_____ 3. Communicate regularly

J. Maintain a three-ringed notebook to include:

_____ 1. Material on above topics A through I
_____ 2. Student Teaching Handbook
_____ 3. Observation notes from your cooperating teacher and University supervisor
_____ 4. Copies of your mid-term and final evaluations*
_____ 5. Copies of your lesson plans
_____ 6. Your ideas — the ones that work and the ones that don't!

—PERSONAL REFLECTION IS IMPORTANT—

*Special Note: It is YOUR RESPONSIBILITY to keep these records for future use. The Career Services Office maintains these records for three years. The Field Services Office does **NOT** keep a copy.

RESPONSIBILITIES OF THE COOPERATING TEACHER

To assist in planning for the student teaching experience, the following suggestions are offered to be helpful in working with a student teacher:

A. Before the student teacher arrives

_____ Inform the students and parents, when possible
_____ Collect materials for the student teacher to use
_____ Set aside desk and work space for the student teacher
_____ Outline basic teaching responsibility for the experience
_____ Have a copy of the class schedule for the student teacher
_____ Review student teacher background information
_____ Verify student teacher arrival with principal
_____ Duplicate copy of class list and seating chart
_____ List days of special schedules and days off

B. Welcome period (first and second weeks)

_____ Orient the student teacher to the school building, school personnel, support services, students, and community
_____ Arrange a meeting between the principal and the student teacher
_____ Share school rules, regulations, policies (give handbook and calendar)
_____ Discuss expectations for student teacher with respect to:

- _____ Confidentiality
- _____ Working hours
- _____ Procedures to follow in case of illness
- _____ Personal property
- _____ Procurement of supplies
- _____ Other general responsibilities

_____ Explain your method of classroom or laboratory management and discipline and review the district's policy and philosophy about these items
_____ Assist in arranging observations of other teachers (see Minimum Requirements, C).
_____ Give the student teacher informal opportunities to adjust to being in front of the class
_____ Explain your methods of testing and grading, keeping of records and reporting to parents
_____ Help the student teacher become familiar with the location and the operation of equipment
_____ Provide the opportunity for the student teacher to work with individual students
_____ Share curriculum completed prior to the student teacher's arrival, and review future educational goals
_____ Confer with the student teacher daily
_____ Provide daily feedback on student teacher performance
_____ Check teaching plans at least one day in advance of when they are used (initial them to show your approval)

C. Observation and assistance (second and third weeks)

_____ Explain developmental characteristics of the age group
_____ Explain unique characteristics of individual students that directly affect their learning
_____ Allow the student teacher to accept more and more teaching responsibilities
_____ Check teaching plans before they are used throughout the experience (initial them to show approval)
_____ Provide the student teacher with opportunities to observe and assist in parent conferences
_____ Demonstrate masterful teaching
_____ Alert principal and University supervisor of significant problem areas
_____ Provide both written and oral feedback to the student teacher frequently
_____ Confer with the student teacher daily

D. Pre-service teaching (third week to end of experience)

_____ Demonstrate masterful teaching
_____ Promote self-evaluation of lessons by the student teacher (thereby helping him/her to develop a perception of one's own strengths and weaknesses)
_____ Give the student teacher an opportunity to accept full responsibility for the class/ schedule
_____ Encourage increasingly independent lesson plan development
_____ Continue informal daily evaluations noting strengths and weaknesses
_____ Assist the student teacher in developing skills to analyze his/her own teaching
_____ Commend the student teacher for his/her strengths
_____ Allow the student teacher freedom to try his/her own ideas and techniques; reassure the student teacher that just because a technique failed, it was not necessarily due to poor judgment
_____ Demonstrate techniques to help the student teacher remediate weaknesses
_____ Confer with University supervisor before completion of mid-term and final student teacher evaluations
_____ Complete and share the typed mid-term and final evaluations with student teacher and University supervisor (REMEMBER: the student teacher must initial the evaluation to indicate a conference has occurred)

RESPONSIBILITIES OF THE BUILDING PRINCIPAL

While the cooperating teacher must provide day-to-day support, supervision, and encouragement at the classroom level, the building principal should make an effort to help the student teacher understand and comprehend the dynamics, issues and needs at a building-wide level. The principal should accomplish the following:

_____ 1. Meet with student teachers (as a group or individually) during the first week of their assignment and discuss the following topics:

   a. Philosophy, goals, and important standard procedures of the building and district
   b. Enrollment trends, socio-economic characteristics of the community, and the administrative structure of the district

_____ 2. Provide student teachers with an appropriate welcome to the building and district by accomplishing the following:

   a. Introduce the student teacher to the building faculty, district administration, and appropriate parent groups (P.T.O., etc.)
   b. Extend invitations to attend building meetings
   c. Acknowledge the student teacher's presence and importance by including his/her name on staff lists and various communications
   d. Provide a building handbook and school district calendars

_____ 3. Facilitate a cooperative relationship with Millersville University by conferring with the University supervisor

_____ 4. Provide student teachers with feedback in relation to their teaching and human relations skills

_____ 5. Observe student teachers in the classroom, if possible and practical, and provide subsequent feedback

"The aim of education should be to teach the child to think, not what to think."

John Dewey

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University supervisor of student teachers acts as a liaison between Millersville University and cooperating teachers participating in the student teaching program. As such, the supervisor's role is a multi-faceted one which includes:

For the Cooperating Teacher

LEADERSHIP: to facilitate the cooperative interaction between the student teacher and the cooperating teacher, staff and school.

_____ a. Explains policy regarding goals, philosophy and organizational structure of the teacher education program.
_____ b. Confers about the various experiences and requirements the student teacher should have while with the cooperating teacher.
_____ c. Explains policy regarding evaluation of student teacher (mid-term evaluation where appropriate, final for all).
_____ d. Reviews the evaluation form and discusses the specific teaching competencies it presents.
_____ e. Explains and promotes the University's model of "teacher as a decision maker."

OBSERVATIONAL SKILLS: to observe the student teacher in the classroom during the teaching process and to observe the ways the student teacher fits in with the educational scene within the school.

_____ a. Observes the student teacher in a variety of classes/subjects at least three times in a half-semester assignment or six in a full-semester assignment.
_____ b. Provides feedback to the cooperating teacher on the progress and performance of the student teacher.
_____ c. Uses varied observational tools and techniques in observing the student teacher in action.
_____ d. Provides written comments on all student teacher observations to the cooperating teacher.

COUNSELING SKILLS: to provide tactful use of feedback to the cooperating teacher on the progress and performance of the student teacher.

_____ a. Consults regularly with the cooperating teacher on his/her assessment of the student teacher's progress and performance.
_____ b. Holds conferences as needed with the cooperating teacher to discuss in depth

specifics of the student teacher's progress and performance.
_____ c. Encourages the cooperating teacher to be supportive of the student teacher's use of varied methodology and media.
_____ d. Encourages the cooperating teacher to help the student teacher develop increased competency in diagnostic and remediation skills.
_____ e. Encourages the cooperating teacher to allow the student teacher to develop increased independence in decision-making as the assignment progresses

ANALYTICAL SKILLS: to use varied methods to analyze teaching techniques used by the student teacher as well as the student-teacher interactions.

_____ a. Provides in a tactful manner honest, constructive criticism regarding the student teacher's progress and performance.
_____ b. Uses varied observational tools and techniques to analyze the student teacher's progress and performance.
_____ c. Discusses with the cooperating teacher varied possible techniques/methods to be tried by the student teacher.
_____ d. Invites the cooperating teacher's suggestions/ideas for techniques which will lead to the student teacher's successful performance.

EVALUATIVE SKILLS: to provide a continuous process of examination and evaluation of the student teacher's growth into the teacher role, and to provide feedback to the student teacher and cooperating teacher.

_____ a. Evaluates, in written and verbal form, the performance and procedures used in the classroom or laboratory by the student teacher.
_____ b. Confers with the cooperating teacher prior to the mid-term and final evaluations.
_____ c. Discusses in depth the final evaluation with the cooperating teacher.
_____ d. Stresses the importance of the student teacher's final evaluation.

For the Student Teacher

LEADERSHIP: to facilitate the cooperative interaction between the student teacher and the cooperating teacher, staff and school.

_____ a. Meets with the student teacher prior to the start of the student teaching assignment for orientation to the program.
_____ b. Explains fully the role and responsibilities of being a Millersville University student teacher.
_____ c. Conducts periodic seminars which the student teacher will attend.
_____ d. Helps to ease the student teacher's transition from college campus to the new school situation.

OBSERVATIONAL SKILLS: to observe the student teacher in the classroom during the teaching process and to observe the ways the student teacher fits in with the educational scene within the school.

_____ a. Observes the student teacher in a variety of classes/subjects at least three times in a half-semester assignment.
_____ b. Provides both oral and written feedback on a regular basis to the student teacher on his/her progress and performances.
_____ c. Uses varied observational tools and techniques in observing the student teacher in action.

COUNSELING SKILLS: to provide tactful use of feedback to the student teacher on the progress and performance observed.

_____ a. Holds conferences with the student teacher.
_____ b. Serves as a listener/counselor with the student teacher if needed.
_____ c. Provides the student teacher with information about varied Millersville University support services available.
_____ d. Encourages the student teacher to have frequent dialogue with the cooperating teacher.

ANALYTICAL SKILLS: to use varied methods to analyze teaching techniques used by the student teacher as well as student-teacher interactions.

_____ a. Discusses teaching strategies which could be used by the student teacher through the use of varied observation tools and techniques.
_____ b. Provides in a tactful manner honest, constructive criticism regarding the student teacher's progress and performance.
_____ c. Encourages frequent student teacher and cooperating teacher feedback and dialogue.

EVALUATIVE SKILLS: to provide a continuous process of examination and evaluation of the student teacher's growth into the teacher role, and to provide feedback to the student teacher.

_____ a. Clarifies the policy regarding evaluation of a student teacher.
_____ b. Provides feedback, written and oral, to the student teacher on his/her progress and performance on a continual basis.
_____ c. Provides typed mid-term evaluation (where appropriate) and typed final evaluation to the student teacher.
_____ d. Discusses in depth the final evaluation with the student teacher.
_____ e. Evaluates the fulfillment of the requirements by the student teacher and gives either a grade of S (satisfactory) or U (unsatisfactory).

STUDENT TEACHING
POLICIES AND PROCEDURES

Overall policy with regard to student teaching is determined by certification departments subject to approval of the Dean of the School of Education. Administration of student teaching is a joint responsibility of the Coordinator of Field Experiences and faculty.

Assignment of Student Teacher
Assignments for student teaching locations are made by the Coordinator in cooperation with university departmental personnel and administrators and teachers in cooperating school districts. STUDENT TEACHERS ARE ASSIGNED TO COOPERATING TEACHERS, NOT TO SCHOOLS OR SCHOOL DISTRICTS. Student teachers are responsible for arranging for their own transportation to and from their school assignment.

Time Element in Student Teaching
Student teaching occurs during a student's seventh or eighth semester. The choice of semester is determined by: number of credits completed and recommendation of department; completion of all professional education courses (see University catalog); time of graduation; balance in the number of student teachers between the fall and spring semesters; and the availability of cooperating teachers. The student teacher is assigned for the entire school day for the duration of a semester. Some curriculum majors have two half-semester assignments at different grade levels and different schools.

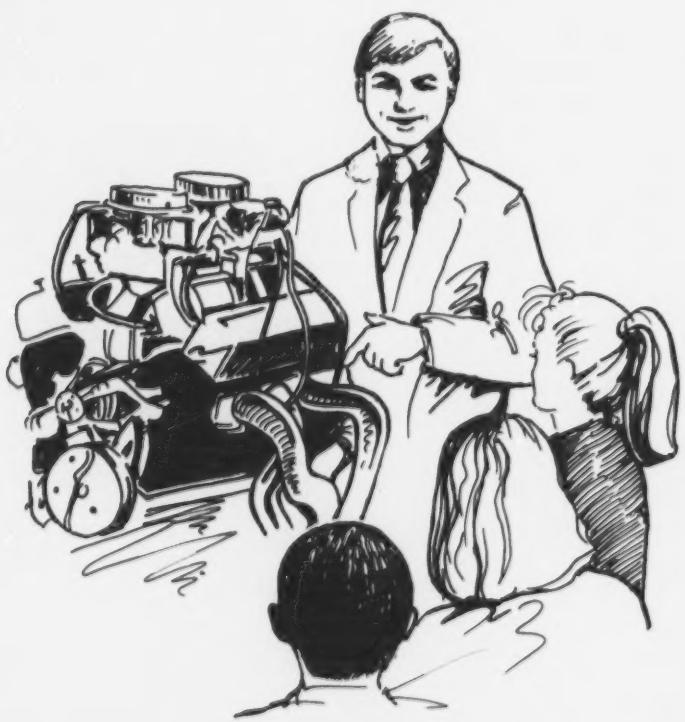
Professional Conduct
The student teacher is a guest of the cooperating school. As a future member of the teaching profession, the student teacher needs to maintain the same professional standards expected of the teaching employees of the cooperating school. The student teacher is recognized as a representative of the University by the students, faculty, and community to which he/she is assigned.

The student teacher is urged to accept every task as a potential learning experience, to fulfill as effectively as possible every role of the classroom teacher, and to develop his/her own educational philosophy which will be consistent with the principles of a democratic society.

The student teacher is expected to be well groomed and appropriately dressed as a member of the teaching profession.

The Coordinator, in consultation with the cooperating teacher and University supervisor, has the authority to change or terminate the student teacher's assignment if professional conduct is not maintained.

Additional Responsibilities Beyond Teaching
Student teachers are urged not to take any courses during the semester in which they student teach. Under no circumstances may more than one course be taken. Student teachers are also urged to reduce and/or



eliminate their involvement in campus activities and outside employment. IN NO WAY SHOULD EITHER ACTIVITIES OR WORK INTERFERE WITH THE STUDENT TEACHER'S RESPONSIBILITIES TO HIS/HER TEACHING ASSIGNMENT.

Attendance of Student Teachers
Each student teacher is expected to be on duty in the assigned classroom every day the school is in session during the semester of student teaching. The student teacher will follow the school calendar and the calendar furnished by the Field Services office. Any exceptions to the school district or student teaching calendars will be announced to all students and cooperating teachers uniformly. Student teachers are expected to attend in-service meetings, faculty meetings, and special school events (e.g., P.T.A., Open Houses, and so on). IF YOU ARE ABSENT FOR ANY REASON, IT IS YOUR RESPONSIBILITY TO MAKE SURE YOUR CO-OP HAS ANY TEACHING MATERIALS/MANUALS NEEDED TO OPERATE THAT CLASS DURING YOUR ABSENCE.

1. If ill, call your cooperating teacher and University supervisor.
2. If an emergency arises, contact the Coordinator of Field Experiences, your cooperating teacher and University supervisor.
3. No unexcused absences are permitted during the semester of student teaching. University supervisors may require make-up time in instances of excessive absences regardless of cause. A cooperating teacher should call the University supervisor immediately if a student teacher does not report that day.
4. Any student who finds it necessary to be excused for reasons other than emergencies (job interviews are the most frequent) must receive permission from the Coordinator of Field Experiences, not the University supervisor or the cooperating teacher. A written request should be submitted to the Coordinator five days prior to the requested absence.
5. If inclement weather conditions (e.g., snow) exist, listen to radio/television reports. Do not call your school office.

Disruption in Schools
The policy of Millersville University in disruptive situations, i.e., strikes by professional employees or students, is to remove student teachers from their assignments at the discretion of the Coordinator. The student teachers will not return until the operation of the school is resumed on a normal basis. Should the period of disruption become extensive, the Coordinator may reassign the student teachers to other locations.

Use of Student Teachers as Substitute Teachers
"A substitute teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools. Since student teachers normally do not hold a valid certificate, their assignments as substitute teachers violate the school code. Those teacher educators involved with student teaching should advise student teachers to avoid substitute teacher assignments, as they may find themselves in legal jeopardy." - Pennsylvania Department of Education Memo 14, dated July 1975

> IF A COOPERATING TEACHER BECOMES ILL AND THE PRINCIPAL OF THE SCHOOL ASKS A STUDENT TEACHER TO COVER THE COOPERATING TEACHER'S CLASS FOR UP TO ONE HOUR UNTIL A SUBSTITUTE ARRIVES, THIS SUBSTITUTION WOULD NOT APPEAR TO BREAK THE LAW. COMPENSATION FOR SUBSTITUTION IS FORBIDDEN.

If a cooperating teacher is absent, a qualified substitute teacher will be assigned to his/her duties. When a substitute is in the classroom, the student teacher should not be given responsibility in addition to that which he/she has already assumed at that stage in the student teaching assignment. For example, if a student teacher is responsible for about one-third of the schedule, the substitute teacher should not tell the student teacher to "take over the full load."

UNDER NO CIRCUMSTANCES SHOULD A STUDENT TEACHER BE ASSIGNED AS A SUBSTITUTE TEACHER to cover another teacher's classroom schedule or lunch, hall, bus, study hall or recess duty.

University policy prohibits the release of the student teacher to accept a teaching position prior to successful completion of his/her student teaching. Receiving compensation for student teaching is also forbidden.

Transporting Students
No student teacher should transport any school students in any vehicle unless it is an emergency situation. This prohibition extends to field trips and overnight trips (which the student teacher should only attend if accompanied by the cooperating teacher).

MINIMUM REQUIREMENTS

The University supervisor and cooperating teacher should plan together to establish specific requirements for the student teacher. The Field Services Office recommends student teachers should be responsible for the following minimum requirements:

A. Experience two (2) full weeks of "solo" student teaching during the semester. (For student teachers with two assignments, the division is at least one week per assignment.)

   Exception: The cooperating teacher and University supervisor may determine the student teacher should do more or less than that two weeks because of special circumstances.

B. Attend **all** sessions scheduled by the Field Services office (unless excused for special circumstances by the Coordinator of Field Experiences).

C. Observe at least six (6) other teachers during the semester. These teachers should represent a variety of curriculum areas and styles of teaching. (See Appendix F for sample format).

D. Write daily lesson plans for **ALL** lessons taught (see Appendix B for a sample "generic" format as a guideline).

E. During each assignment, attend ALL seminars required by the Office of Field Services, your Department, and your University Supervisor.

DURING EACH ASSIGNMENT:

F. Complete and share with your co-op and University supervisor the Mid-Placement Progress Report. It will serve as a valuable reflection tool for you and your colleagues.

G. Maintain a three-ringed notebook for organizational purposes, including record-keeping for lesson plans and other student teacher materials (e.g., this handbook). This notebook should also contain teaching ideas and materials you accumulate during student teaching.

H. Write and teach at least one complete instructional unit per student teaching assignment, including a student evaluation component (e.g., written test) as a part of that unit.

I. Provide the University supervisor with a weekly schedule and a class list.

J. Make at least two (2) visual displays (e.g., bulletin boards, showcases, learning centers) in a classroom or elsewhere in the school. These displays should be instructional in nature.

K. Complete the student teacher checklist in this handbook (under "Responsibilities of the Student Teacher").

L. At the end of the first five days of each student teaching assignment, complete and turn in to the University supervisor the following papers:

   a. One page typed analysis of the first week, including your feelings about student teaching.
   b. Observing routine-type duties (See Appendix C).
   c. Observing classroom practices (See Appendix D).
   d. Observing the learning process (See Appendix E).

   *Note: if you have two assignments, make two **blank** copies of appendices C, D and E so you have them available.

M. Use audiovisual equipment during the semester, either alone or in conjunction with cooperating teacher (see page 6, item H).

CLASSROOM AND LABORATORY MANAGEMENT

EFFECTIVE TEACHING DEMANDS GOOD CLASSROOM MANAGEMENT AND DISCIPLINE.

To assure the expedient use of time for teaching, the classroom or laboratory must be organized; it must be attractive, stimulating and appropriate for what is being taught. Thought must be given to the physical environment of the classroom, proper heating, lighting, and ventilation. Also important are the flow of students' movement, an appropriate seating arrangement, record-keeping, use and availability of materials, equipment, and supplies, and the learning atmosphere (both visual and auditory).

Discipline is the strengthening of self-control of each student; it can be achieved through **positive** teacher action. The teacher as decision-maker needs to plan for the learning experience to involve the student in bringing about this self-control. Student involvement promotes a sense of personal and shared responsibility. A teacher's attitude of quiet self-assurance and confidence will alleviate pressure on the students that may have caused confusion and disorder.

To learn names and abilities of the students quickly will assist the teacher in making careful seating arrangements which promote self-control. Promptness, readiness, appropriate pacing, and a sincere interest in what is best for the student are examples of positive teacher action. THE STUDENT TEACHER HAS THE RESPONSIBILITY OF MAINTAINING CONTROL STANDARDS PREVIOUSLY MADE BY THE CLASS AND THE COOPERATING TEACHER.

A checklist of classroom or laboratory management tips can be found in Appendix A.

PLANNING FOR INSTRUCTION

Planning is an absolute necessity for any teacher to accomplish the professional aspect of teaching. A carefully designed plan brings a fresh approach to material to be presented by improving instructional practices, providing direction on learner outcomes, providing for a logical and comprehensive coverage of the subject, and maintaining classroom and laboratory control. NO ATTEMPT AT TEACHING SHOULD BE MADE WITHOUT PROPER PLANNING.

To plan effectively, a teacher must be aware of all aspects of a curriculum. Student teachers, while not responsible for an entire year's curriculum, should be introduced to the scope and sequence of a year's work.

IT IS IMPORTANT THAT THE COOPERATING TEACHER, UNIVERSITY SUPERVISOR, AND STUDENT TEACHER DISCUSS THE APPROPRIATE LESSON PLAN FORMAT FOR EACH PARTICULAR STUDENT TEACHER.

A sample "generic" format is listed in Appendix B. Also, the University Bookstore has available Squibb's Weekly Plan Book #5, which many district teachers use in writing their plans.

Instructional Unit Planning
Instructional unit planning provides an opportunity to use professional skills in designing instruction in a particular subject area. Student teachers should be responsible for organizing a series of learning activities to accomplish stated goals in a particular subject area. While no definite format exists for instructional unit planning for all student teachers, the following components are essential:

— title (brief, descriptive).

— goals (identifies the general purpose).

— objectives (identifies specific learner outcomes).

— content (identifies subject matter and concepts to be developed).

— activities (identifies teacher and student instructional methods to be used to achieve the objectives).

— resources (identifies specific resources located in classroom, laboratory, school library/media center or other sources).

— evaluation (identifies techniques for assessing student growth and teacher self-evaluation of the unit).

Making Assignments
Assignments should leave no doubt in the student's mind as to what is to be done, why it is to be done, how it is to be done, how it will be checked, and when it is due. Assignments should bridge past, present, and future learning. Try to use assignments to stimulate student curiosity. Assignments should never be regarded as busywork, but should motivate the interest of the student in continued learning. When making an assignment:

a. Know the material.

(1) It should be related to the classroom or laboratory instruction.
(2) It should be adapted to the students' needs, interests, and abilities.

b. Leave sufficient time for explaining the assignment and allowing students to ask questions about the assignment.

(1) Have the attention of the class before you begin.
(2) Speak clearly and use understandable language.
(3) Allow no questions while you are giving directions; this is listening time for them.
(4) Have the students tell you the assignment.
(5) Do at least one example with the students.
(6) Answer any questions.
(7) After work starts, do not repeat the assignment. Write it on the chalk board.

EVALUATION

CONTINUOUS EVALUATION IS AN INTEGRAL PART OF STUDENT TEACHING. IT IS IMPORTANT THAT THE EVALUATION PROCESS BE ON-GOING, HONEST, AND CONSTRUCTIVE. Evaluations submitted by cooperating teachers and University supervisors are the basis on which the grade for student teaching is awarded by the University supervisor. Grades for student teaching (ED 461) are determined only at the end of the semester; an S (satisfactory) or U (unsatisfactory) is given.

MILLERSVILLE UNIVERSITY STUDENT TEACHER EVALUATION

INSTRUCTIONS

This Student Teacher Evaluation will become a part of the student's placement file. It is a very important document for this individual's future; therefore it must be TYPED.

[Special Note: For student teachers with only one full semester assignment, this document also serves as a mid-term evaluation and must be completed by the cooperating teacher and University supervisor.]

Additional information about each of the descriptors under major category headings can be found in the Millersville University Mid-Placement Progress Report, which is the companion document for this form.

1. Using black pen or typing the numbers, assign whole numbers to each lettered subheading under each major category, keeping in mind you are rating this individual to the extent expected of a student teacher.

   4 = Competency fully demonstrated to the extent expected of a student teacher.

   3 = Competency demonstrated but could be further developed. Should not be considered a weakness.

   2 = Competency partially demonstrated. Student teacher needs more experiences to develop this skill.

   1 = Competency not demonstrated. Student teacher has serious deficiencies in this area.

   NA =Subheading not applicable to this placement. (NOTE -- if NA is used in any subheading, remember to adjust divisor in that major category before computing the category's average.)

2. Compute a numerical average for each major category and place it in the block next to I, II, III, and IV. The category's average will most likely be a mixed number.

Example: 4 + 3 + 4 + 3 + 2 + 3 = 19; 19 divided by 6 = 3.16

I. PROFESSIONALISM [3.16]

4 A. Uses good judgment
3 B. Exhibits leadership
4 C. Displays initiative
3 D. Is punctual and reliable
2 E. Dresses in accordance with school norms
3 F. Exhibits positive career attitude

II. PREPARATION [3.1]

III. TEACHING TECHNIQUES [3.6]

IV. PUPIL REACTION [3.2]

(Pupils demonstrate...)

3. TYPED comments which clarify the student teacher's numerical ratings must accompany each major category (I, II, I,I, IV). Please refer to the Mid-Placement Progress Report to assist in developing your comments.

4. Section V, SPECIALTY AREA COMMENTS, is to be used for statements relating to a particular subject area (art, music, special education, elementary education, technology education, secondary education, or library science). Again, it is important to make meaningful comments in this section.

Note: It is your decision as a cooperating teacher or a University supervisor whether or not you wish to also complete a Credentials File recommendation form if a student teacher requests you to do so.

MILLERSVILLE UNIVERSITY STUDENT TEACHER EVALUATION

Student Teacher_____ Initials_____

School_____ Semester_____

Subject_____ Grade Level_____

CODE: To the extent expected of a student teacher:

4 = Competency fully demonstrated
3 = Competency demonstrated but could be further developed
2 = Competency partially demonstrated
1 = Competency not demonstrated
NA = Subheading not applicable

I. PROFESSIONALISM — Average Score — Comments for I

____A. Uses good judgment
____B. Exhibits leadership
____C. Displays initiative
____D. Is punctual and reliable
____E. Dresses in accordance with school norms.
____F. Exhibits positive career attitude

II. PREPARATION — Average Score — Comments for II

____A. Provides for individual students' abilities/special needs
____B. Constructs appropriate objectives
____C. Establishes supportive physical environment
____D. Displays comprehensive knowledge of curriculum
____E. Displays comprehensive knowledge of content
____F. Develops quality lesson plans

III. TEACHING TECHNIQUES — Average Score — Comments for III

____A. Communicates clearly with students
____B. Exhibits variety of teaching strategies
____C. Manages student behaviors consistently & appropriately
____D. Uses instructional time effectively
____E. Encourages higher order thinking
____F. Evaluates students' performance

IV. PUPIL REACTION: (Pupils demonstrate...) — Average Score — Comments for IV

____A. Evidence of progress
____B. Awareness of classroom standards
____C. Respect for student teacher
____D. Enthusiasm

SPECIALITY AREA COMMENTS

Evaluator_____

Name Title Date Signature

WHITE - OFFICE OF STUDENT TEACHING **YELLOW** - STUDENT COPY **PINK** - SUPERVISOR COPY **GOLDENROD** - CO-OP COPY

MILLERSVILLE UNIVERSITY MID-PLACEMENT PROGRESS REPORT

Student Teacher _____ Initials_____

School _____ Semester_____

Subject _____ Grade Level_____

Evaluator _____ Initials_____

The Mid-Placement Report is a working document; it must be completed by the student teacher and shared with the cooperating teacher and university supervisor at approximately the mid-point of each assignment. Its purpose is to provide an opportunity to discuss the student teacher's abilities and areas that should be targeted for improvement. The cooperating teacher and university supervisor have the option of completing their own mid-placement reports to compare with the student teacher's copy. Because it is a working document it will not be included in the individual's placement file; rather, it is an indication of performance trends prior to final evaluation. The student teacher must give a completed copy to both the university supervisor and cooperating teacher.

Instructions: Review the following subheadings under each major category (I, II, III, IV). Rate the student teacher's performance with a whole number on each of the subheadings, keeping in mind you are rating this individual to the extent expected of a student teacher:

4 = Competency fully demonstrated to the extent expected of a student teacher.

3 = Competency demonstrated but could be further developed. Should not be considered a weakness.

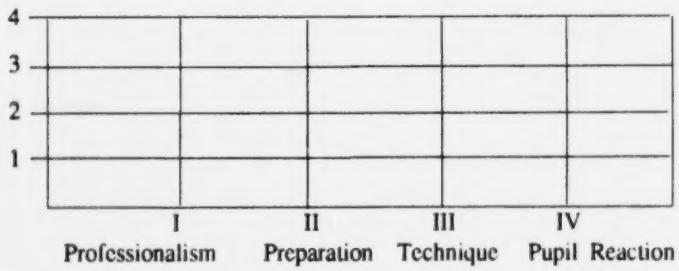
2 = Competency partially demonstrated. Student teacher needs more experiences to develop this skill.

1 = Competency not demonstrated. Student teacher has serious deficiencies in this area.

NA = Subheading not applicable to this placement. (Note: If NA is used in any subheading, remember to adjust divisor in that major category before computing the category's average.)

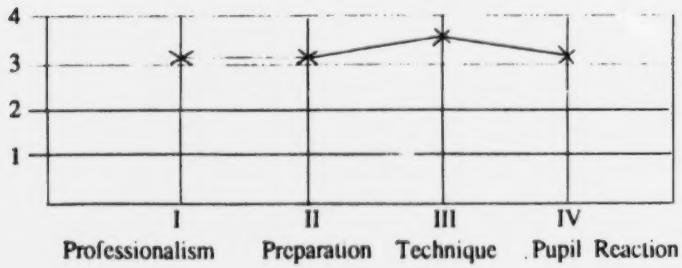
Comments should follow each of the major categories. The comments should clarify the student teacher's ratings.

Plot the average scores for each of the 4 report areas on the chart below.



STUDENT TEACHER PERFORMANCE PROFILE

(EXAMPLE)



I. PROFESSIONALISM

Rating: The student teacher...

____ A. Uses good judgment
- . Maintains confidentiality.
- . Maintains ethical standards.
- . Adapts to the established class environment.
- . Accepts and acts upon criticisms and suggestions.
- . Displays flexibility.
- . Displays empathy.
- . Displays an appropriate sense of humor.

____ B. Exhibits leadership
- . Cooperates with school personnel.
- . Exchanges ideas with teachers.
- . Assumes the lead in classroom or laboratory activities.
- . Is confident in teacher/parent/staff exchanges.
- . Is poised and at ease.
- . Maintains composure in various situations.

____ C. Displays initiative
- . Arrives fully organized.
- . Is prepared to teach scheduled classes.
- . Looks for chances to contribute/interact.
- . Utilizes a variety of resources.
- . Constructs curriculum-based "teacher-made" materials.
- . Is eager to learn from cooperating teacher.
- . Is resourceful in trouble-shooting and problem-solving techniques.

____ D. Is punctual and reliable
- . Attends daily.
- . Arrives on time.
- . Prepares and submits assignments according to schedule.
- . Maintains accurate class records and student data.
- . Completes routine clerical duties efficiently and accurately.
- . Notifies cooperating teacher and supervisor prior to absences.

____ E. Dresses in accordance with school norms
- . Dresses in clothing appropriate to classroom or laboratory duties.
- . Maintains a clean and neat appearance.
- . Takes cooperating teacher's lead in dress standards.
- . Models appropriate hygiene standards.

____ F. Exhibits positive career attitude
- . Is enthusiastic about the teaching profession.
- . Expresses positive opinions about the field.
- . Evaluates own performance continuously.
- . Is aware of current trends in the field.
- . Is familiar with special area terminology, issues and practices.
- . Supports school laws and regulations.

Professionalism Comments:

Average

Total divided by 6 = [ ]

II. PREPARATION

Rating: The student teacher...

____ A. Provides for individual student abilities/special needs (including mainstreamed, multi-cultural and physically challenged)
- . Has knowledge of causal factors to minimize potential learning and/or discipline problems.
- . Can determine students' present educational levels.
- . Provides for individual student needs.
- . Identifies entry level behaviors and skills.
- . Uses data to prepare appropriate lessons and activities.
- . Provides for special/diverse populations (mainstreamed, multi-cultural, physically challenged).

____ B. Constructs appropriate objectives
- . Writes student-based, instructional objectives.
- . Specifies requirements for students to achieve lesson goal(s).
- . Uses data on student abilities/needs to develop appropriate objectives.
- . Establishes appropriate criteria for mastery of each objective.

____ C. Establishes supportive physical environment
- . Arranges classroom seating or laboratory for instructional focus.
- . Has materials for lesson available.
- . Prepares teaching materials in advance and ready for use.
- . Makes bulletin boards/displays functional and attractive.
- . Arranges room or laboratory to promote group and/or individual interactions.
- . Uses a variety of appropriate media.

____ D. Displays comprehensive knowledge of curriculum
- . Has knowledge of school's program of study.
- . Inquires about curricular scope and sequence.
- . Is familiar with class's units of study.
- . Can discuss class's learning sequence.

____ E. Displays comprehensive knowledge of content
- . Is familiar with subject information.
- . Has extensive background information on topic(s).
- . Is comfortable when discussing subject.
- . Has practical knowledge of subject area.
- . Can perform required skills in topic areas.
- . Has a broad general education background and maintains awareness of current events.
- . Is familiar with sources of illustrative material.

____ F. Develops quality lesson plans
- . Writes plans based upon student levels and established curriculum.
- . Includes clear, student-based objectives.
- . Utilizes creativity and originality.
- . Identifies required materials and resources.
- . Specifies procedures in a clear, sequential manner.
- . Provides opportunities to evaluate student performance of objectives.
- . Provides for self-evaluation.

Preparation Comments:

Average

Total divided by 6 = [ ]

III. TEACHING TECHNIQUES

Rating: The student teacher...

____ A. Communicates clearly with students
- . Uses appropriate grammar.
- . Employs non-verbal techniques.
- . Attends to the mechanics of written communications (spelling, handwriting, content).
- . Uses appropriate vocabulary and level of language.
- . Speaks clearly and with appropriate expression and intonation.
- . Uses humor when appropriate.

____ B. Exhibits a variety of teaching strategies
- . Uses a variety of approaches (student-centered, group-centered and teacher-centered lessons).
- . Uses a variety of resources, materials, and equipment.
- . Gives meaningful homework assignments.
- . Relates activities to content and objectives.
- . Uses techniques appropriate to students and subjects.
- . Provides for alternate learning opportunities (stations, centers, seat work, independent activities and remedial techniques).
- . Tries new and creative procedures.

____ C. Manages students' behaviors consistently and appropriately
- . Reinforces classroom or laboratory rules and standards.
- . Is firm and fair.
- . Provides consequences for appropriate and inappropriate behaviors.
- . Supervises a variety of classroom or laboratory activities.
- . Uses behavior modification as appropriate.
- . Uses a variety of motivational techniques.
- . Is positive during interactions.

____ D. Uses instructional time effectively
- . Paces lessons appropriately.
- . Follows lessons and activities through to successful completion.
- . Is flexible.
- . Manages student and class schedule(s).
- . Responds to student needs and interests.
- . Maintains appropriate classroom or laboratory routines.
- . Develops schedules and timelines for activities.
- . Gives meaningful in-class assignments.

____ E. Encourages higher order thinking
- . Uses effective questioning techniques.
- . Requires critical thinking skills.
- . Encourages divergent thinking/questioning as appropriate.
- . Allows for creative thinking/brainstorming.

____ F. Evaluates students' performance
- . Continues the cycle begun in preparation by determining post-lesson student levels.
- . Determines student performance regarding lesson objective(s).
- . Uses data for future planning and reteaching.
- . Rates and evaluates students' work.
- . Provides feedback to students on performance.
- . Develops and uses a variety of assessment techniques.

Technique Comments:

Average

Total divided by 6 = [ ]

IV. PUPIL REACTION

Rating: Pupils demonstrate...

____ A. Evidence of progress
- . Response to in-class questions.
- . Completion of homework assigned by student teacher.
- . Attainment of student teacher's objectives.
- . Achievement in class or laboratory activities.

____ B. Awareness of classroom or laboratory standards
- . Behaviors conducive to learning.
- . On task behaviors and attention to lesson.
- . Willingness to learn.
- . Understanding of student teacher's rules.
- . Readiness for classroom lessons.

____ C. Respect for student teacher
- . Awareness of student teacher as authority figure.
- . Cooperation with student teacher during activities.
- . Awareness of student teacher as adult, not peer.
- . Positive exchanges with student teacher.

____ D. Enthusiasm
- . Participation in student teacher's lesson(s).
- . Interest in activities presented.
- . Performance for student teacher (students want to work for student teacher).
- . Reinforcement (verbal/non-verbal) of student teacher's activities/lessons.

Student Reaction Comments:

Average

Total divided by 4 = [ ]

V. SPECIALTY AREA COMMENTS:

Appendix A

(see page 15)

CHECKLIST FOR CLASSROOM AND LABORATORY MANAGEMENT

I. RULES AND PROCEDURES

A. Clear and understandable set of rules/procedures exists

_____ 1. Written
- a. Posted
- b. Distributed
  - (1) Three reasons why students do not follow instructions
    - (a) Do not intend to follow
    - (b) Incapable of following
    - (c) Directions poorly given

_____ 2. Unwritten
- a. Discussed
- b. Taught (where necessary)

_____ 3. Determine before the school year begins
- a. Use of classroom space
  - (1) Desk arrangements
    - (a) Where students sit
    - (b) Location of teacher's desk or teaching station(s)
- b. Other room components
  - (1) Learning centers
  - (2) Files, cabinets, drawers
  - (3) Fountains, outlets, displays, aquarium, etc.
  - (4) Tools, equipment, and supplies
- c. Other school areas
  - (1) Entrances and exits
  - (2) Restrooms
  - (3) Lunch, recess (where applicable)
- d. Procedures for whole group activities
  - (1) Answering questions
  - (2) Listening, notetaking
  - (3) Discussions
  - (4) What to bring each day
  - (5) Others
- e. Procedures for small group activities
  - (1) Entering and leaving
  - (2) Distribute materials

f. Other procedures
(1) Beginning of day/period
(2) End of day/period
(3) Drills
(4) Schedule changes
(5) Collecting and distributing papers, tests
(6) Others

_____ 4. During the first days
a. Set aside time during the first day(s) for a discussion of rules/procedures
b. Teach procedures as systematically as learning objectives
c. Teach procedures as they are needed
(1) Takes time
(2) Takes patience
(3) Takes practice
d. Involve students in easy tasks that promote a high degree of success during the first few days
e. Use simple procedures as whole-group format during the first few days
(1) Prioritize rules and sequences to be taught
(2) Emphasize reasons for rules/procedures
f. Assume that students don't know how to perform a procedure after one trial
(1) The number of directions
(2) Secondary students frequently must re-learn

_____ 5. Giving clear directions
a. Planning
(1) The number of directions
(a) Divide complex instructions into parts
(b) No more than three directions at a time
(2) Sequence — give directions in the order that they will be used
(3) Written or oral (or both)
(4) Timing — just before an activity
(5) Personal attention — anticipate those who will need special attention

_____ 6. Implementation
a. Get their attention
(1) All students must be listening
(2) Don't distribute papers before directions
b. Give directions
(1) As clearly as possible
(2) Demonstrate if necessary
c. Check for understanding
(1) Have students repeat directions to you
(2) View application
d. Transfer to action
e. Remediate if necessary

II. CONTROL TECHNIQUES

A. Low profile approach

_____ 1. Eye contact

a. Sweep room frequently

b. Stop at potential trouble spots

(1) Be sure offender knows you mean business

(2) Don't try to outstare

_____ 2. Proximity to trouble spot

_____ 3. Remind students of correct behavior without disrupting class

_____ 4. Ask student to repeat correct rule without disrupting the class

B. Higher profile

_____ 1. Intervene

_____ 2. Name on board/in book (more than a warning)

_____ 3. Move seat

_____ 4. Call home or place of employment (have the student call)

_____ 5. Counselor/principal

_____ 6. Detention

IN ADDITION TO THE CHECKLIST, THESE GENERAL TIPS ON CLASSROOM AND LABORATORY MANAGEMENT MAY BE HELPFUL

While there are not patterns to most discipline problems, there are some proven procedures to help you in developing and maintaining an environment conducive to learning. Work with your cooperating teacher in adapting these tips to the area, time, and type of your classes. Some of these ideas may be more suitable to a particular grade level. As always, you are the DECISION MAKER.

1. Be in the room ahead of time and start the class promptly.
2. Utilize the tendencies of students to behave well in a new environment. Set standards and limits the first day. Let the students help. Put the standards in writing.
3. Learn and use students' names as soon as possible. Pronounce and spell them correctly.
4. Be PREPARED! Teacher preparation is critical.
5. Be CONSISTENT! Never discipline one time and ignore the next. Never nod to a "pet" with a special privilege.
6. Make assignments appropriate for students. Recognize individual differences and vary the kind and amount of assignment to keep everyone working to his capacity. For example, you need to be aware of religious differences (especially with holiday celebrations) and socio-economic factors (some of your students may not have a television).
7. Employ these ideas: Fair, Firm and Consistent.
8. At the end of a week or two, review the classroom standards.

9. Maintain a reserve. Never expose your whole hand. Do not paint yourself into a verbal corner with too many threats or promises. Learn from the example of the solid, unexposed portion of the iceberg.

10. Use surprise - an interesting film, an outside speaker, a different activity, a new song, a change in the classroom or lab routine. Students, as adults, like variety that leads to pleasant experiences.

11. Make your classroom or lab a place where students practice the kind of behavior that leads to greatest learning.

12. Know what you should do next. Show students that you are "organized." Students sense immediately when you are bluffing.

13. When challenged by a student, do not take it personally. Consult your classroom and building standards, and follow them impartially. Try to show as little anger as possible.

14. Evaluate the effectiveness of your standards. Let your students help.

15. Read about discipline in your professional magazines and in books and other references.

16. Speak with a low, well-modulated voice. Pause and wait if necessary for attention and quiet. Do not try to shout over the noise — it will get worse.

17. Ask the misbehaving student a direct question. (For example, "What is the rule about . . .?) Look the student straight in the eye. Follow with another question if necessary.

18. Be your strictest at the beginning of the term. You can always loosen up, but tightening up is not so easy.

19. Praise students before the class. Reprimand in private if you must.

20. If the whole class gets fidgety and squirmy, try some standing, stretching action games. Keep a healthful, comfortable room environment.

21. Welcome the opportunity to confer with parents. Keep them as partners. You will need them in every "classroom shootout."

22. See that each student experiences success.

Appendix B

(see page 16)

LESSON PLAN FORMAT
(sample "generic" format)

Have a plan for every lesson you teach. Plans should be given to cooperating teacher in time to have them checked and approved before teaching the lesson. (Cooperating teachers, please note: Please signify approval by initialing all plans you have reviewed. Thank you.)

1. **Objectives**
   Valid expectations for the students, as a result of your teaching of this lesson. They should be brief, attainable, and "behavioral" in nature. Be certain the objectives are "student specific" — i.e., do they clearly state what the students will be doing?

2. **Materials/Resources**
   Materials (including necessary tools or equipment) to be used by the teacher and pupils. List the items to be used so that you have everything at hand and do not need to spend valuable teaching time getting ready.

3. **Procedures**
   Introduction/motivation; key questions; student activities; illustrations; directions for individual and group activities. Try to anticipate potential problems.

4. **Evaluation**
   a. Evaluate both your students and yourself!

   b. In your analysis of student performance, specify which students met or did not meet the lesson's objectives (this step will help you in planning future lessons).

   c. Include space for your written self-evaluation of the lesson and/or for cooperating teacher's evaluation.

Appendix C
(see page 14)

OBSERVING ROUTINE-TYPE DUTIES

*(Make these questions apply to **your particular** discipline and grade level.)*

From both your observations and discussion with your cooperating teacher, complete this paper by _____ .
(date)

1. Briefly describe the morning's opening exercises:

2. What is the usual procedure for

   a. checking attendance?

   b. excusing tardiness?

   c. returning absentees?

3. How are teachers in your school alerted to identify a student's continuing health problems?

4. What does the teacher do when a student becomes
   a. mildly ill?

   b. seriously ill?

5. How is the classroom environment (heat, ventilation, etc.) regulated?

6. How do teachers/students know when to change classes/subjects?

   a. Is there a warning bell?

   b. How long to pass to the next class?

   c. What do you do if a student comes into class late?

7. What procedures are used for fire drills, other emergencies?

8. What matters should be reported to the administration for their action or information?

Appendix D
(see page 14)

OBSERVING CLASSROOM OR LABORATORY PRACTICES

*(Make these questions apply to **your particular** discipline and grade level.)*

From observation of and discussion with your cooperating teacher, please complete this paper by _____ .
(date)

1. How does your cooperating teacher begin the class? (If varied methods are used, list several.)

2. In the classroom or lab, are your students given permission to
   a. chew gum?
   b. eat?
   c. apply cosmetics?
   d. comb hair?
   e. sharpen pencils at will?
   f. talk to neighbors?

3. How do students participate in class?

4. How are materials
   a. distributed?
   b. collected?

5. For what purposes and/or under what conditions are students encouraged to work together?

6. Are there standard rewards, or punishments for certain student behaviors? Explain.

7. About homework assignments,
   a. When are they given?
   b. How are they given?
   c. What kind are generally given?

8. What provisions are or can be made for individual teacher-pupil conferences?

Appendix E

OBSERVING THE LEARNING PROCESS

(see page 14)

*(Make these questions apply to **your particular** discipline and grade level.)*

This paper is to be completed when you know which **section or subject** you will teach first, and it is to be completed before you teach.

1. List the pupils who appear to be natural leaders; do they have the respect of their classmates?

2. List the pupils who appear to finish their work first; what do they do if they have free time after completing an assigned task?

3. Who seems most interested in what is going on in class? How is this interest exhibited?

4. In what ways do you observe
   a. student interest?

   b. student indifference?

5. Which students seem dependable in
   a. behavior?

   b. classwork, contributions?

6. Who appears noisy, disorderly? In what ways do they disturb the class?

7. How and where do disciplinary problems seem to rise (if they do)?

8. What seems to be the most interesting activity for this section/subject? the least interesting?

9. What can you anticipate with this section/subject? Can you consciously avoid or minimize any problems?

10. Which student/students may need additional instruction?

Appendix F
(see page 14)

OBSERVATION FORMAT

This is only a suggested format: please adapt to suit your needs.

Student Teacher _____

School _____ Date of Observation _____

Teacher's Name (Optional) _____ Time: _____

Subject _____ Grade Level/Section _____

Briefly describe room (seating arrangements, walls, visuals, etc.): _____

_____

_____

Circle teaching method/methods used in this one class period:

Discussion	Question & Answer	Informal Lecture
Lecture	Project	Laboratory
Small Group Work	Recitation	Directed Study
Drill	Demonstration	Other (list):

_____

Visual aids used _____

What was the topic of the lesson? _____

Major concepts emphasized in this class were _____

_____

_____

How and when was the assignment given? _____

_____

Anything special the teacher did that you hope to use? (explain) _____

_____

_____

React to the class you have just observed! (What ideas, styles, methods might you be able to use or not use. Would you enjoy being a student in this class?)

School of Education
Millersville University

MISSION STATEMENT

The School of Education is dedicated to enabling undergraduate and graduate students of all racial, ethnic and socio-economic backgrounds to assume the role, identity, and responsibilities of the professional. This unique mission within the University requires that faculty members guide students through the process of acquiring the appropriate professional knowledge, experience, and attitudes.

The primary mission facing the School of Education is the preparation of future teachers in a variety of specialty areas, as well as the support and professional development of in-service teachers in all fields. This mission is enhanced by those departments in the School that offer supplementary service to both the School of Education and to the University at large, and extended by those departments that offer professional programs in fields other than teacher preparation.

Both pre-service and in-service teacher education programs seek to develop the teacher who

—knows about and understands his or her culture as well as other cultures, and is better able to present subject matter in broad perspective.

--has a command of the growing knowledge base in educational theory, and is able to integrate the accepted tenets of the profession into practice.

—knows first-hand there may be a gap between theory and practice, and is able to reconcile the demands of theory with the needs of each individual student.

—makes complex decisions and judgments about the learning experiences of students in a way that balances the need for clear standards of performance with fairness, open-mindedness and compassion.

Certain departments within the School of Education, though not directly responsible for teacher education, enhance the School's primary mission by providing coursework and expertise in ancillary fields such as psychology and health. The School's mission is further extended by programs, such as Clinical Psychology, Counselor Education, Industry and Technology, Library Science, Occupational Safety and Hygiene Management, School Psychology, and Supervisory Certification, that base their curricula on appropriate professional knowledge, experience, and attitudes. In addition, the School of Education serves the entire University by sharing its uniquely interdisciplinary and multicultural perspective through University-mandated general education coursework and participation in the intellectual life of the University.

In the service of this mission, faculty members are committed to understanding and interrelating students' needs, community as well as national and international concern, disciplinary demands, and appropriate professional techniques. That is, they are dedicated to demonstrating the knowledge, skills and attitudes that students must adopt if they are to assume the role, identity, and responsibilities of the professional.

Approved by Mission Statement Sub-Committee, December 10, 1987

Mary Ann Gray, Chair	Nancy Hungerford	Rosemary Winkeljohann
Ruth Buehler	Nicholas Santilli	Ralph Wright
Perry Gemmill	Barbara Stengel	

Approved by School Council, March 31, 1988

A GUIDE FOR STUDENT TEACHING

Revision Committee

From Millersville University
- Dr. Dennis Denenberg, Chairperson
- Dr. Ruth Buehler
- Mrs. Fay Kramer

From Penn Manor School District
- Mrs. Louise Brown
- Mr. Mike Kaufhold
- Mr. William Rohrer

Reviewers

Many thanks to these public school teachers and University staff members who reviewed the draft and provided valuable suggestions.

Mrs. Judith Anttonen
Mrs. Brenda Clark
Mrs. Trudy Eby
Mr. Mark A. Forsha
Mrs. Joan Garner
Mrs. Rosemary Harney
Dr. W. Richard Kettering
Dr. Len Litowitz
Mrs. Anne Montgomery
Mrs. Carol Myers
Dr. Nancy Risser
Mr. Paul T. Schleyer
Dr. William Skelly
Dr. Barbara Stengel
Mr. Gerald M. Beekler
Mrs. Susan Dyall
Mr. John Ferenz
Dr. Robert Frick
Dr. Perry R. Gemmill
Mr. Joel Kettering
Dr. Yvonne King
Dr. Anne Mallery
Ms. Margaret Ann Murr
Dr. Lucinda Ridley
Mrs. Beth Ann E. Sahd
Mrs. Travis Sepulveda
Dr. Dalton Smart
Mrs. Jane Thren
Dr. David Bird
(Three anonymous readers)

Revised, Spring 1992 Edition

During the first year of its use (1990-91), extensive surveys were done to determine if this handbook is useful. Of the over 300 responses from student teachers, cooperating teachers, principals and university supervisors, 99% said it was helpful and endorsed the checklist format. Likewise, 99% supported page 14 as a valuable addition.

Changes have been made throughout the handbook to reflect specific suggestions. The most significant alterations reflect the NEW evaluation process and forms.

THANK YOU to everyone who offered input into the revision.

Dr. Dennis Denenberg
Coordinator of Field Experiences

MILLERSVILLE UNIVERSITY
MILLERSVILLE, PA